

# REVIEW OF EDUCATIONAL RESEARCH

Volume 57, 1987

## AUTHOR INDEX

Anderson, L. W., & Burns, R. B.,  
No. 2, p. 215

Andre, T. See Holland, A.

Baker, K., No. 3, p. 351

Barnett, W. S., & Escobar, C. M.,  
No. 4, p. 387

Berends, M. See Gamoran, A.

Bloom, B. S., No. 4, p. 507

Brewer, W. See Vosniadou, S.

Burns, R. B. See Anderson, L. W.

DeYoung, A. J., No. 2, p. 123

Escobar, C. M. See Barnett, W. S.

Fitzgerald, J., No. 4, p. 481

Fuller, B., No. 3, p. 255

Gamoran, A., No. 3, p. 341

Gamoran, A., & Berends, M., No. 4,  
p. 415

Guskey, T. R., No. 2, p. 225

Hiebert, E. H., No. 3, p. 337

Holland, A., & Andre, T., No. 4, p.  
437

Jacob, E., No. 1, p. 1

Punch, K. F., See Waugh, R. F.

Rumberger, R. W., No. 2, p. 101

San Miguel, G., Jr., No. 4, p. 467

Schunk, D. H., No. 2, p. 149

Secada, W. G., No. 3, p. 377

Slavin, R. E., No. 2, p. 175, p. 231;  
No. 3, p. 293, 347

Tobin, K., No. 1, p. 69

Vosniadou, S., & Brewer, W., No. 1,  
p. 51

Waugh, R. F., & Punch, K. F., No.  
3, p. 237

Willig, A. C., No. 3, p. 363

# REVIEW OF EDUCATIONAL RESEARCH

## Volume 57, 1987

### TITLE INDEX

Ability Grouping and Student Achievement in Elementary Schools: A Best-Evidence Synthesis, *Slavin*, No. 3, p. 293

Ability Grouping in Elementary Schools: Do We Really Know Nothing Until We Know Everything?, *Slavin*, No. 3, p. 347

Comment on Willig's "A Meta-Analysis of Selected Studies in the Effectiveness of Bilingual Education," *Baker*, No. 3, p. 351

Context of Instruction and Student Learning: An Examination of Slavin's Assumptions, *The, Hiebert*, No. 3, p. 337

Economics of Early Educational Intervention: A Review, *The, Barnett and Escober*, No. 4, p. 387

Effects of Stratification in Secondary Schools: Synthesis of Survey and Ethnographic Research, *The, Gamoran and Berends*, No. 4, p. 415

Examining Bilingual Education Research Through Meta-Analysis and Narrative Review: A Response to Baker, *Willig*, No. 3, p. 363

High School Dropouts: A Review of Issues and Evidence, *Rumberger*, No. 2, p. 101

Mastery Learning Reconsidered, *Slavin*, No. 2, p. 175

Organization, Instruction, and the Effects of Ability Grouping: Comment on Slavin's "Best-Evidence Synthesis," *Gamoran*, No. 3, p. 341

Participation in Extracurricular Activities in Secondary School: What Is Known, What Needs to Be Known?, *Holland and Andre*, No. 4, p. 437

Peer Models and Children's Behavioral Change, *Schunk*, No. 2, p. 149

Qualitative Research Traditions: A Review, *Jacob*, No. 1, p. 1

Research on Revision in Writing, *Fitzgerald*, No. 4, p. 481

Response to Slavin's Mastery Learning Reconsidered, *A, Bloom*, No. 4, p. 507

Rethinking Mastery Learning Reconsidered, *Guskey*, No. 2, p. 225

Role of Wait Time in Higher Cognitive Level Learning, *The, Tobin*, No. 1, p. 69

Status of American Rural Education Research: An Integrated Review and Commentary, *The, DeYoung*, No. 2, p. 123

Status of Historical Research on Chicano Education, *The, San Miguel*, No. 4, p. 467

Taking the Mystery Out of Mastery: A Response to Guskey, Anderson, and Burns, *Slavin*, No. 2, p. 231

Teacher Receptivity to Systemwide Change in the Implementation Stage, *Waugh and Punch*, No. 3, p. 237

Theories of Knowledge Restructuring in Development, *Vosniadou and Brewer*, No. 1, p. 51

This Is 1987, Not 1980: A Comment on a Comment, *Secada*, No. 3, p. 377

Values, Evidence, and Mastery Learning, *Anderson and Burns*, No. 2, p. 215

What School Factors Raise Achievement in the Third World?, *Fuller*, No. 3, p. 255

